



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 11751429
SAU: Westbrook School Department
School: Fred C Wescott School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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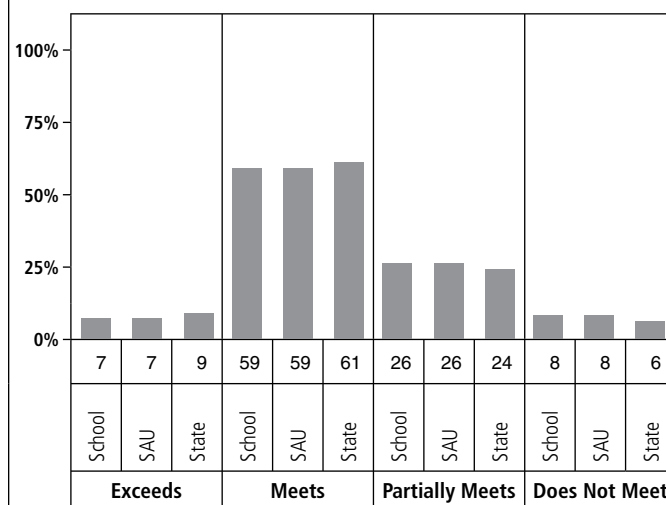
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

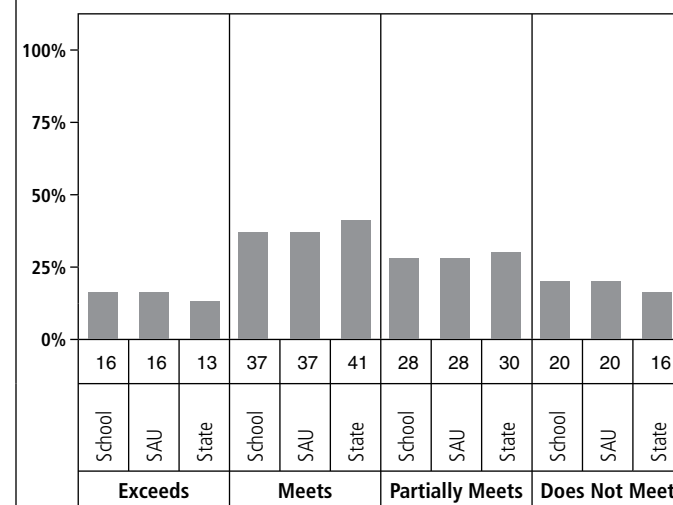
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	643	643	646
2007–2008	648	648	648
2008–2009	646	646	647
Cum. Avg.*	646	646	647
Mathematics			
2006–2007	639	639	643
2007–2008	642	642	642
2008–2009	643	643	643
Cum. Avg.*	641	641	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	172	100	173	100	14251	100	172	100	172	100	14150	99	172	100	172	100	14156	100						
Ethnicity African American/Black	16	9	16	9	421	3	16	100	16	100	412	98	16	100	16	100	415	99						
American Indian or Native Alaskan	1	1	1	1	128	1	1	100	1	100	127	99	1	100	1	100	128	100						
Asian or Pacific Islander	4	2	4	2	212	1	4	100	4	100	210	99	4	100	4	100	212	100						
Hispanic	3	2	3	2	181	1	3	100	3	100	177	98	3	100	3	100	178	99						
Caucasian/White	148	86	149	86	13309	93	148	100	148	100	13224	100	148	100	148	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	35	20	36	21	2468	17	35	100	35	100	2423	99	35	100	35	100	2426	99						
Current LEP	9	5	9	5	341	2	9	100	9	100	330	97	9	100	9	100	338	99						
Economically disadvantaged	88	51	88	51	5780	41	88	100	88	100	5724	99	88	100	88	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	135	78	135	78	11369	80	135	78	135	78	11373	80						
Identified disability (PET/IEP)	5	4	5	4	355	3	5	4	5	4	371	3						
LEP	3	2	3	2	167	1	3	2	3	2	170	1						
504 plan	6	4	6	4	172	2	6	4	6	4	175	2						
Participation with accommodations	34	20	34	20	2594	18	34	20	34	20	2605	18						
Identified disability (PET/IEP)	27	79	27	79	1881	73	27	79	27	79	1877	72						
LEP	6	18	6	18	155	6	6	18	6	18	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	1	3	1	3	519	20	1	3	1	3	532	20						
Participation through alternate assessment (PAAP)	3	2	3	2	187	1	3	2	3	2	178	1						
Identified disability (PET/IEP)	3	100	3	100	187	100	3	100	3	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	1	1	26	0	0	0	1	1	25	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	10	5	10	5	1132	8
	2007-2008	26	13	26	13	1817	13
	2008-2009	11	7	11	7	1309	9
	Cum. Total*	47	9	47	9	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	100	55	100	54	8127	57
	2007-2008	106	54	106	54	8072	57
	2008-2009	100	59	100	59	8564	61
	Cum. Total*	306	56	306	56	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	47	26	48	26	3549	25
	2007-2008	50	26	50	26	3194	23
	2008-2009	44	26	44	26	3291	24
	Cum. Total*	141	26	142	26	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	26	14	26	14	1478	10
	2007-2008	13	7	13	7	981	7
	2008-2009	14	8	14	8	799	6
	Cum. Total*	53	10	53	10	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.7	58.4	32.7	58.4	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.5	57.5	11.5	57.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.2	58.9	21.2	58.9	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Westbrook School Department
 School: Fred C Wescott School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	169	11	7	100	59	44	26	14	8	646	169	7	59	26	8	646	13963	9	61	24	6	647
Ethnicity																						
African American/Black	16	1	6	9	56	4	25	2	13	644	16	6	56	25	13	644	403	5	46	34	15	641
American Indian or Native Alaskan	1										1						125	4	49	38	10	642
Asian or Pacific Islander	4										4						206	18	56	20	6	649
Hispanic	3										3						174	5	55	33	7	644
Caucasian/White	145	10	7	86	59	38	26	11	8	646	145	7	59	26	8	646	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	32	0	0	4	13	17	53	11	34	633	32	0	13	53	34	633	2236	1	30	48	22	637
No	137	11	8	96	70	27	20	3	2	649	137	8	70	20	2	649	11727	11	67	19	3	649
Current LEP																						
Yes	9	0	0	6	67	2	22	1	11	644	9	0	67	22	11	644	322	2	39	37	21	638
No	160	11	7	94	59	42	26	13	8	646	160	7	59	26	8	646	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	87	2	2	46	53	28	32	11	13	642	87	2	53	32	13	642	5617	4	54	33	9	643
No	82	9	11	54	66	16	20	3	4	649	82	11	66	20	4	649	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	169	11	7	100	59	44	26	14	8	646	169	7	59	26	8	646	13959	9	61	24	6	647
Gender																						
Female	97	8	8	64	66	21	22	4	4	648	97	8	66	22	4	648	6743	13	63	20	4	649
Male	72	3	4	36	50	23	32	10	14	643	72	4	50	32	14	643	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	169	11	7	100	59	44	26	14	8	646	169	7	59	26	8	646	12555	10	64	21	5	648
Gifted/talented program																						
Yes	20	3	15	15	75	2	10	0	0	654	20	15	75	10	0	654	636	39	59	2	0	659
No	149	8	5	85	57	42	28	14	9	645	149	5	57	28	9	645	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	5	50	5	50	629	6	0	0	50	50	629	6	5	47	32	16	642
B. less than one hour	50	6	7	50	60	22	26	6	7	646	50	7	60	26	7	646	59	9	62	24	5	647
C. one to two hours	42	5	7	47	66	17	24	2	3	647	42	7	66	24	3	647	32	11	64	21	4	648
D. more than two hours	2	0	0	2	67	0	0	1	33	643	2	0	67	0	33	643	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	40	9	14	42	64	10	15	5	8	649	40	14	64	15	8	649	31	17	66	14	3	651
B. good	45	2	3	45	60	21	28	7	9	644	45	3	60	28	9	644	48	8	64	23	5	647
C. fair	13	0	0	10	45	11	50	1	5	641	13	0	45	50	5	641	18	2	48	40	10	641
D. poor	2	0	0	0	0	2	67	1	33	627	2	0	0	67	33	627	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	43	6	8	52	71	12	16	3	4	650	43	8	71	16	4	650	38	13	65	18	3	650
B. They match some of what I have learned.	46	5	6	41	53	27	35	4	5	644	46	6	53	35	5	644	49	8	63	24	5	647
C. They match just a little of what I have learned.	6	0	0	5	50	2	20	3	30	637	6	0	50	20	30	637	10	5	48	36	11	642
D. There is no match.	5	0	0	1	13	3	38	4	50	632	5	0	13	38	50	632	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	2	7	13	43	9	30	6	20	641	18	7	43	30	20	641	16	7	52	30	11	644
B. about the same as my regular schoolwork	66	6	6	67	62	28	26	7	6	646	66	6	62	26	6	646	66	10	64	22	4	648
C. easier than my regular schoolwork	16	3	12	16	62	6	23	1	4	647	16	12	62	23	4	647	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	4	27	6	40	5	33	635	9	0	27	40	33	635	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	59	4	4	52	53	35	36	7	7	644	59	4	53	36	7	644	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	32	7	13	40	77	3	6	2	4	652	32	13	77	6	4	652	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	52	4	5	57	68	17	20	6	7	647	52	5	68	20	7	647	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	46	7	9	39	52	23	31	6	8	645	46	9	52	31	8	645	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	2	67	1	33	0	0	647	2	0	67	33	0	647	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	16	3	11	19	70	4	15	1	4	648	16	11	70	15	4	648	23	15	65	16	4	650
B. 20 minutes to an hour	49	6	7	51	61	20	24	6	7	647	49	7	61	24	7	647	49	10	64	22	4	648
C. less than 20 minutes	10	2	13	9	56	4	25	1	6	647	10	13	56	25	6	647	11	6	58	29	7	645
D. I rarely read at home.	25	0	0	20	48	16	38	6	14	642	25	0	48	38	14	642	17	2	51	36	11	642
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	626	50	0	0	0	100	626						
B.	50	0	0	0	0	0	0	1	100	626	50	0	0	0	100	626						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	24	13	24	13	2092	15
	2007-2008	24	12	24	12	1474	10
	2008-2009	27	16	27	16	1807	13
	Cum. Total*	75	14	75	14	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	57	31	57	31	5731	40
	2007-2008	72	37	72	37	6008	43
	2008-2009	62	37	62	37	5662	41
	Cum. Total*	191	35	191	35	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	62	34	62	34	4175	29
	2007-2008	66	34	66	34	4244	30
	2008-2009	47	28	47	28	4219	30
	Cum. Total*	175	32	175	32	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	40	22	41	22	2308	16
	2007-2008	33	17	33	17	2346	17
	2008-2009	33	20	33	20	2290	16
	Cum. Total*	106	19	107	20	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	30.7	54.8	30.7	54.8	30.6	54.6
A. Number	18	32	10.1	56.1	10.1	56.1	10.3	57.2
B. Data	12	21	7.1	59.2	7.1	59.2	6.6	55.0
C. Geometry	14	25	7.2	51.4	7.2	51.4	7.3	52.1
D. Algebra	12	21	6.3	52.5	6.3	52.5	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Westbrook School Department
 School: Fred C Wescott School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	169	27	16	62	37	47	28	33	20	643	169	16	37	28	20	643	13978	13	41	30	16	643
Ethnicity																						
African American/Black	16	3	19	2	13	7	44	4	25	638	16	19	13	44	25	638	406	4	26	36	34	633
American Indian or Native Alaskan	1										1						126	4	29	40	28	635
Asian or Pacific Islander	4										4						208	18	47	23	12	647
Hispanic	3										3						175	5	31	41	23	638
Caucasian/White	145	23	16	57	39	37	26	28	19	643	145	16	39	26	19	643	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	32	1	3	4	13	8	25	19	59	625	32	3	13	25	59	625	2248	3	18	33	46	629
No	137	26	19	58	42	39	28	14	10	647	137	19	42	28	10	647	11730	15	45	30	11	646
Current LEP																						
Yes	9	0	0	1	11	5	56	3	33	632	9	0	11	56	33	632	331	3	22	35	40	631
No	160	27	17	61	38	42	26	30	19	644	160	17	38	26	19	644	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	87	7	8	25	29	32	37	23	26	637	87	8	29	37	26	637	5620	6	33	37	25	637
No	82	20	24	37	45	15	18	10	12	649	82	24	45	18	12	649	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	169	27	16	62	37	47	28	33	20	643	169	16	37	28	20	643	13974	13	41	30	16	643
Gender																						
Female	97	17	18	39	40	26	27	15	15	645	97	18	40	27	15	645	6738	12	40	32	16	642
Male	72	10	14	23	32	21	29	18	25	640	72	14	32	29	25	640	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	169	27	16	62	37	47	28	33	20	643	169	16	37	28	20	643	12568	14	42	29	15	644
Gifted/talented program																						
Yes	20	11	55	6	30	3	15	0	0	663	20	55	30	15	0	663	637	65	32	3	0	665
No	149	16	11	56	38	44	30	33	22	640	149	11	38	30	22	640	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	3	30	7	70	620	6	0	0	30	70	620	6	7	32	28	32	636
B. less than one hour	50	10	12	32	38	27	32	15	18	642	50	12	38	32	18	642	59	13	41	30	16	643
C. one to two hours	42	16	23	29	41	16	23	10	14	648	42	23	41	23	14	648	32	14	41	31	14	644
D. more than two hours	2	1	33	1	33	0	0	1	33	642	2	33	33	0	33	642	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	17	28	28	47	8	13	7	12	651	36	28	47	13	12	651	30	27	45	18	9	651
B. good	45	9	12	28	37	20	27	18	24	641	45	12	37	27	24	641	46	9	45	31	15	643
C. fair	15	1	4	5	19	13	50	7	27	633	15	4	19	50	27	633	20	2	29	43	26	635
D. poor	4	0	0	1	14	5	71	1	14	635	4	0	14	71	14	635	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	43	22	30	21	29	16	22	14	19	647	43	30	29	22	19	647	35	18	42	27	13	646
B. They match some of what I have learned.	46	5	6	37	47	25	32	11	14	642	46	6	47	32	14	642	50	11	43	31	15	643
C. They match just a little of what I have learned.	8	0	0	4	29	5	36	5	36	634	8	0	29	36	36	634	13	8	31	36	26	638
D. There is no match.	2	0	0	0	0	0	0	3	100	607	2	0	0	0	100	607	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	32	3	6	18	34	19	36	13	25	638	32	6	34	36	25	638	32	7	40	34	20	640
B. about the same as my regular schoolwork	55	13	14	37	41	24	26	17	19	643	55	14	41	26	19	643	56	13	42	30	15	644
C. easier than my regular schoolwork	13	10	45	6	27	3	14	3	14	653	13	45	27	14	14	653	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	59	13	13	37	38	25	26	23	23	641	59	13	38	26	23	641	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	37	12	19	23	37	19	31	8	13	646	37	19	37	31	13	646	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	2	33	1	17	2	33	1	17	649	4	33	17	33	17	649	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	3	17	8	44	4	22	3	17	644	11	17	44	22	17	644	6	8	29	29	34	635
B. 30–45 minutes	46	8	10	29	37	23	29	18	23	641	46	10	37	29	23	641	33	10	37	34	19	641
C. 45–60 minutes	38	15	23	24	38	16	25	9	14	647	38	23	38	25	14	647	45	15	44	29	12	645
D. more than 60 minutes	5	1	13	1	13	3	38	3	38	632	5	13	13	38	38	632	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	7	4	33	2	17	2	17	4	33	639	7	33	17	17	33	639	9	14	35	29	22	641
B. two or three days a week	30	6	12	23	46	15	30	6	12	645	30	12	46	30	12	645	26	15	40	30	16	644
C. two or three times each month	39	7	11	28	42	19	29	12	18	642	39	11	42	29	18	642	31	13	43	30	14	644
D. never or almost never	24	10	25	9	23	10	25	11	28	643	24	25	23	25	28	643	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	13	3	14	3	14	7	32	9	41	635	13	14	14	32	41	635	17	8	35	33	24	639
B. two or three days a week	31	5	10	23	44	11	21	13	25	641	31	10	44	21	25	641	28	13	42	30	15	643
C. two or three times each month	33	10	18	23	42	17	31	5	9	647	33	18	42	31	9	647	31	15	43	30	13	645
D. never or almost never	22	9	24	12	32	11	30	5	14	645	22	24	32	30	14	645	23	14	39	30	17	643
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	600	50	0	0	0	100	600						
B.	50	0	0	0	0	0	0	1	100	600	50	0	0	0	100	600						
C.	0										0											
D.	0										0											

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